

**STUDENTS' AUTONOMOUS SPEAKING LEARNING  
AT THE SECOND YEAR OF MAN 2 MODEL  
PEKANBARU**



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PEKANBARU  
1431 H / 2010 M**

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Thesis  
Submitted to Fulfil One of the Requirements  
for Bachelor Degree in English Education



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## **ABSTRAK**

### **Imam Taufiq (2009): Belajar Berbicara Mandiri Siswa pada Kelas Dua MAN 2 Model Pekanbaru**

Skripsi ini berjudul “ Belajar Berbicara Mandiri Siswa pada Kelas Dua MAN 2 Model Pekanbaru”. Penelitian ini mempunyai dua rumusan masalah. Rumusan masalah yang pertama adalah “bagaimana belajar berbicara mandiri siswa?” dan rumusan masalah yang kedua adalah “faktor apa yang mempengaruhi belajar berbicara mandiri mereka?”. Penelitian ini ditujukan untuk memperoleh dan mengemukakan informasi tentang belajar berbicara mandiri.

Subjek penelitian ini adalah siswa kelas dua MAN 2 Model Pekanbaru. Jumlah total populasinya adalah 166 siswa dan 42 siswa atau 25% dari mereka dijadikan sebagai sampel. Untuk mengumpulkan data, penulis menggunakan angket sebagai instrument utama dan wawancara sebagai instrument pendukung. Untuk menganalisa data penulis menggunakan rumus sebagaimana berikut:

$$P = \frac{F}{N} \times 100 \%$$

Berdasarkan analisis data dapat disimpulkan bahwa belajar berbicara mandiri siswa pada kelas dua MAN 2 Model Pekanbaru adalah “cukup” dimana diperoleh persentase sebesar 56%-75%. Ini mengindikasikan bahwa kegiatan berbicara yang dilakukan oleh siswa mencirikan belajar mandiri. Disamping itu, ada beberapa faktor yang sangat memberikan kontribusi terhadap belajar berbicara mandiri mereka. Seperti peran guru dalam memberikan motivasi kepada siswa supaya belajar berbicara secara mandiri dan memberikan pekerjaan rumah kepada mereka.

## ABSTRACT

### **Imam Taufiq (2009): Students' Autonomous Speaking Learning at the Second Year of MAN 2 Model Pekanbaru**

This paper is entitled "Students' Autonomous Speaking Learning at the Second Year of MAN 2 Model Pekanbaru". This research has two major research questions. The first question is how is students' autonomous speaking learning and the second one is what factors influencing their autonomous speaking learning. The current research aims to obtain and to reveal the information about autonomous speaking learning.

The subject of this research is the second year students of MAN 2 Model Pekanbaru. The total number of population is 166 students and 42 or 25% of them were involved as sample. To collect the data, the writer used questionnaire as the prior instrument and the interview as the supporting one. To analyze the data the writer used the formula below:

$$P = \frac{F}{N} \times 100 \%$$

Based on the data analysis, it can be concluded that students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru is "fair" where the percentage of the result is 56% - 75%. It indicates the speaking activities created by the students characterize as autonomous learning. Besides, some factors highly contribute toward their autonomous speaking learning. Such as the role of teacher in motivating the students to learn speaking autonomously and giving homework to them.

## ملخص

إمام توفيق (٢٠١٠): تعلّم الكلام المستقلّ لطلّاب الصف الثّاني في المدرسة العالية الإسلامية الحكومية الثّانية مودل بباكن بارو.

موضوع هذا البحث " تعلّم الكلام المستقلّ لطلّاب الصف الثّاني المدرسة العالية الإسلامية الحكومية الثّانية مودل بباكن بارو". هذا البحث له تكويننا المشكلة. أولاً " كيف تعلّم الكلام المستقلّ للطلّاب؟" وثانياً "ما هي العوامل التي تتأثّر تعلّم الكلام المستقلّ للطلّاب؟". الأغراض من هذا البحث لنيل المعلومات وموجهتها عن تعلّم الكلام المستقلّ.

أما فردالبحث هو طلّاب الصف الثّاني المدرسة العالية الإسلامية الحكومية الثّانية مودل بباكن بارو. عدد المجتمع في هذا البحث ١٦٦ طالبا و٤٢ أو ٢٥% منهم كانوا عينات. لجمع البيانات، إستعمل الباحث الإختبار كأداة فاضلة والمقابلة كأداة مساعدة. إستعمل الباحث لتحليل البيانات الرموز كما يلي:

$$P = \frac{F}{N} \times 100 \%$$

ومن تحليل البيانات، فالخلاصة أنّ تعلّم الكلام المستقلّ لطلّاب الصف الثّاني المدرسة العالية الإسلامية الحكومية الثّانية مودل بباكن بارو فهي "كفاية". كما وجدت فيها النسبة المثوية بيّن ٥٦% و ٧٥%. هذا يدل على أن أنشطة الكلامية لطلّاب الصف الثّاني تعتبر إلى التعلّم المستقلّ. وبجانب ذلك، وُجدت فيها العوامل التي تتأثّر كثيراً، مثل دور المدرسين في تدفيع الطلاب لكي يتعلموا الكلام مستقّلين وإعطاء واجبة المنزلية إليهم.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background**

The teaching of English at Indonesian schools has been designed in such a way as well as possible. It appears the authority of the government with many changed curriculums from time to time. However, it still not delivers the maximum desired target that it is improved continuously to get the aims. The problem is not only caused by the often changed curriculum but is also caused by many factors involved in the system of instruction including the teachers, facilities, or the ways of the students themselves in achieving and developing the subjects they have learned in the class of instruction. Besides, the students' autonomous learning activities used beyond the class of instruction will highly contribute in the successful of reaching the teaching and learning goals.

Yamin (2007) stated, some of the success students are greatly influenced by their autonomous learning. It means that they do not focus on teacher's attendance, class instruction and friends, but they make them as a facilitator and consultant. (p.116). The statements simply shows that autonomous learning is one of the factors that should be considered in the area of teaching and learning process. When the students get the low achievement in learning language it should be realized that many factors contribute in reaching the unsatisfying results, including their autonomous



learning after the end of class instruction. It means they are not only directed, activated and evaluated by the teachers but also their activities after finishing class of instruction should encourage in developing their subjects learned in the class. Furthermore, they should be able to formulate their own goals, plan what they will do, select the appropriate strategies, monitor and evaluate what they have done in language learning.

In all of the educational contexts in Indonesia, (including Elementary, Junior and Senior High School) the curriculum designed has significant steps undertaken to promote autonomous language learning within and beyond the classroom, but in some school governments do not implement it as maximal as possible, whereas it is one of the issues that contribute in reaching the goals of class instruction. (Briendly, 1990; Coleman, 1988) stated, the main considerations of the process of instruction is that the student-centered curricula which promotes language learning autonomy. (As cited in Sert, 2007, p.181). In some regents, EFL teachers have tried to make the process of transferring knowledge encourage their students to be autonomous and independent in learning speaking English, even though many traditional models of learning are still found.

According to Yamin (2007), KTSP as a curriculum which is being implemented in the country highly requires not only the teachers but also the students to work collaboratively in reaching the aims of class instruction. (p.116). The curriculum design of learning English which promotes autonomous learning is one of the components which highly determine it, because the students are expected to be active

and practice their English speaking. They are also required to develop and manage their own learning; it is a well-known fact that students' active participation ensures success in language learning. Tudor (1996), as cited in Ming and Alias (2005) proposes that the fundamental underpinning principle of this is student-centeredness which can be defined as students being more independent and responsible in order to assure success in learning a language. This statement shows that all of the students' activities beyond the class of instruction have a significant contribution to achieve the goals.

Holec (1981) defined autonomous learning is when the learner is willing and capable of taking charge of his/her own learning. (as cited in Nordlund, 2003, p. 204). It means that the students in this case are able to manage their own learning starting from formulating their learning objectives, planning what they will learn, selecting the appropriate strategies, monitoring what they are learning up to evaluating what they have learned. It is one of the issues that contributed in the discussions of foreign language teaching and learning. It is considered to play prominent role that affect students in acquiring the language. Because being autonomous students will have some results that contribute them to reach the main goals of learning language, the results have been proposed as follows:

- a) A resulting increase in enthusiasm for learning (Littlejohn 1985);
- b) Taking an active, independent attitude to learning and independently undertaking a learning task is beneficial to learning; personal involvement in decision making leads to more effective learning (Dickinson 1995);

- c) When the learner sets the agenda, learning is more focused and purposeful, and thus more effective both immediately and in the longer term (cf. Little 1991; Holec 1981; Dickinson 1987). ( as cited in Finch, 2002, p. 7-8)

English is one of the compulsory subjects learned at MAN 2 Model Pekanbaru. Besides, it plays as a prominent role in teaching and learning process. It becomes a communicative language when the teachers are explaining the content subjects in the class of instruction. Based on the vision of MAN 2 Model Pekanbaru on the year of 2020 that it will be an international school standard and also English language is one of its missions. Since last two years, the school governments through the teachers have never stopped encouraging and promoting the students to be autonomous in language learning, especially in their speaking. It appears with many authorities made by the school, such as seminars, public speaking, bilingual education, English day etc. Besides, they are expected to be involved based on the syllabus design which promotes expressing the transactional and interpersonal dialogue in formal and informal occurrences accurately, fluently and acceptable in meaningful context of daily life. They are also expected to be involved in such activities within and beyond the class of instruction which encourage them to be autonomous in learning English such as:

- Organizing their own speaking learning
- Sharing ideas and checking their mark by cooperating with classmates and their teachers
- Practicing English in the daily activities with their classmates or teachers

- Making their teachers as counselors
- Using appropriate strategies in learning speaking, etc

Concerning to the statements above, the English teachers hope that their students will have a high enthusiasm and independent attitude in learning speaking English, not only in the teaching and learning process but also in the outside of class instruction. So, their English learning will be more focused and purposeful.

Based on the writer's preliminary observation, students' autonomous learning at the second year of MAN 2 Model was varieties, starting from their activities after the end of class instruction, up to their use of strategies in speaking English. Actually, the activities they did encourage them to be autonomous, like practicing their language with their friends and teachers within and beyond the class, formulating and planning their own learning speaking objectives, counseling with their English teachers, reviewing what they have learned after the end of class instruction, etc. Besides, some of them also organized and evaluated their own learning progress. It could be seen when they had a problem about English, they some times consult with their English teacher. On the other hand, some of the students in the case were seen as passive receivers of new information, rote learning and are unlikely to develop the skills necessary to learn how to develop, practice and monitor their own learning progress especially their speaking. It indicates that their speaking learning is mainly directed and evaluated by the teachers. They did not want to develop and speak English before getting warning or reprimand from their English teacher, whereas he or she always suggests and gives them such ways to be autonomous in speaking

learning, but the output of English language teaching and learning especially in their speaking is not at the desired level and still far from the expectation. Some students still have low achievement in English while the others have good result of study.

So, the case was contrarily with the teachers' expectation which 80% of students' activities encourage them to be autonomous in their speaking learning, but phenomenally it was only about 35 % of them who were involved in autonomous speaking learning; however the school programs and class activities created by the teachers had encouraged them very much.

From the description above, the writer gets some of the following phenomena, they are:

1. Some of the students do not have their own learning objectives.
2. Some of the students have a low speaking practice of English in the outside class activities.
3. Some of students like speaking Bahasa Indonesia more than English.
4. Some of the students are not motivated in autonomous speaking learning.
5. Some of the students are not responsible in learning speaking English.
6. Some of the students have a negative use of strategies in learning speaking English.
7. Some of the students do not consult about English with their English teacher.
8. Some of the students can not identify what is going on and can not correlate it with previous they have learned.

9. Some of the students are unable to direct and monitor themselves in learning speaking English.

Therefore, in order to be acquainted with their autonomous language learning academically and theoretically, the writer proposes the research entitled, **“STUDENTS’ AUTONOMOUS SPEAKING LEARNING AT THE SECOND YEAR OF MAN 2 MODEL PEKANBARU”**.

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the explanation above, the writer identifies the problem as follows:

- a. How is students’ autonomous speaking learning?
- b. What factors influence students’ autonomous speaking learning?
- c. How is the students’ practice of English in the outside class activities?
- d. What are the students’ uses of strategies in learning speaking English?
- e. Do the students direct and monitor themselves in learning English?
- f. Do the students’ activities after the end of class instruction encourage them to be autonomous in speaking learning?

### **2. The Limitation of the Problems**

Based on the identification of the problems above, it would be better for the writer to restrict the problem in order to pay more attention to the specific problems.

In the present study, the writer focuses only on the students' autonomous speaking learning and the factors that influence it.

### **3. The Formulation of the Problems**

Referring to the limitation of the problems, the writer formulates in the following research questions:

- a. How is the students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru?
- b. What factors influence students' autonomous speaking learning?

### **C. The Reasons of Choosing the Title**

1. The problems of the research are very interesting and challenging to be investigated in term of autonomous speaking learning which concerns in the area of English language teaching and learning.
2. The topic is relevant to the writer as an English language teacher trainee.
3. As far as the writer is concerned, the topic has not been raised to be a bachelor paper in the State Islamic University of Sultan Syarif Kasim Riau.

### **D. The Objectives and Significances of the Research**

#### **1. The objectives of the research**

This research is aimed to obtain the students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru and the factors influence it.

## **2. The significances of the research**

The result of this besides the specific objectives above, this research is directed to provide a scientific investigation on the results as follows:

1. Providing the information to the school about students' autonomous speaking learning and the factors influence it.
2. Introducing this final target of learning language; being autonomous learners as the goal and being more effective in teaching and learning process which encourages the students to reach it.
3. Being guidance for those who will conduct the further research relevant to this topic.
4. Fulfilling one of the requirements for undergraduate degree of the Department of English education and teachers training faculty of State Islamic University SUSKA-RIAU and also to enlarge and expand the writers' knowledge.

## **E. The Definition of the Term**

In order to avoid misinterpretation and misunderstanding, it would be better to the researcher to define the term used in this research.

- 1. Autonomous:** Holec, (1981) defines it is as an attribute of the learner, a capacity learners possess to various degrees of taking control over their



learning, (as cited in Ning and Lin, 2008, p. 1). He also explains that autonomy is when the learner is willing and capable of taking charge of his/her own learning, (as cited in Nordlund, 2001, p. 204).

2. **Speaking:** Speaking comes from word “speak”. In Hornby (1995: 1140) states that speak is to talk or say something. Here means that students practice their own English orally with friends, teachers and people around.
3. **Learning:** Hilgard defines that Learning is the process by which an activity originates or is changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from change by factors not attributable to training (as cited in Suryabrata, 2005, p. 232). Here means that students’ learning in the context of out side the class instruction.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Theoretical Framework**

##### **1. The Autonomous Language Learning and Related Concepts**

###### **a. Definition**

Over the last 20 years, autonomy in language learning has been a topic of widespread discussion in the West countries. (Broady and Kenning, 1996; Little, 1990), explained learner autonomy is fast becoming of the strategy of choice in EFL teaching in the 1990s.

Learner autonomy is defined in many different ways by many different researchers and theorists. Holec (1981: 47), one of the earliest advocates of autonomy in language teaching has defined it as the “ability to take care of one’s own learning.”

This point is developed further by Wenden (1991) who summarizes the issue:

In effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous. (as cited in Yanling, 2005, p.4)

The original theory and practice of autonomy in language learning emerged from research on adult self-directed learning which is defined by Knowles (1975), a leading figure in adult education, as a process in which individuals accept responsibility for all the decisions concerned with their learning. In the 1970s and

1980s the focus on adult self-directed learning tended to be on the learning processes, which are outside the context of formal education.(as cited in Benson, 2001& Kocak, 2003). Self-directed learning is as the first research term that is used to promote learning autonomy. Nevertheless, the essential and purpose emphasize the students to be active, independent, and responsible in all learning decisions after the end of class instruction.

Little (1991) argues that it is difficult to define autonomy shortly and prefers discussing the widespread misconceptions about autonomy. The following issues are those Little has stated on what autonomy is not:

1. A synonym for self- instruction; in other words, autonomy is not limited to learning without a teacher.
2. Entail giving up responsibility on the part of teacher; it is not a matter of letting the learners get on with things as best they can.
3. Something that teachers do to learners; that is, it is not another teaching method.
4. A single, easily described behavior
5. A steady state achieved by learners once. (as cited in Kocak, 2003, p. 18-19)

Concerning to the student's learning autonomy, it is not the independent occurs and looks like learning without any intervention from others. It needs co-operation with others. Generally, most of the students learn independently when they get the assignment or homework from the teacher. They have a willingness to take a charge in learning because of avoiding from their teacher's anger. Where as autonomous

learning is not a method or something that teachers do to them. It is a capacity and willingness to take charge and control over their own learning based on their needs and purpose. Dam (1995), defined language learning autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person (as cited in Finch, 2002, p. 207).

So, what is autonomy? Holec (1995), sees autonomy as a capacity and critical ability to reflect on one's experience and to take charge of one's own learning. Little (1991) makes an addition to this definition by stating that autonomy enables students to determine their objectives, define the content and process of their own learning, select their methods and techniques, and monitor and evaluate their progress and achievements. (as cited in Kocak, 2003, p.19)

#### **b. Characteristic of autonomous students**

Autonomous students are the ones who take active roles in the learning process, by finding more learning opportunities for themselves after the end of class instruction, rather than being the complete pursuer of the teacher.

According to Dickinson (1993) autonomous learners can be characterized in four points :

***1. The ability of the students to identify what is going on.***

They can identify what is going on, in other words what is been taught, in their classes. An autonomous student learning English, for example, might think about the relationship between the new grammar rule and the rules she or he has learned previously, and try to practice and develop it.

When autonomous students having speaking practice with their interlocutors, they are able to correlate between the new grammar rules and rules they have learned before. They think and identify both of the rules and develop them in their speaking practice.

## ***2. The students are capable of formulating their own learning objectives.***

Dickinson (1993) adds that autonomous students are capable of formulating their own learning objectives, in parallel with or even in addition to their teachers. by formulating the learning objectives the students will more focus and purposeful on the aims. Most autonomous language students make great efforts to improve their language skills outside the classroom. They will speak English with their friends and teacher, read newspapers or watch TV programs in the target language as a part of their own learning objectives.

## ***3. The students are able to select and implement appropriate learning strategies.***

Using appropriate strategies in speaking learning is very helpful to the students in performing it because, according to Hall (2001), Learning strategies are goal-directed actions that are used by learners to mediate their own learning (p. 92). For instance, an autonomous student will directly practise new words that he or she has

recently got, beside he or she keeps practicing with the native speaker. The related strategies will be discussed in the next pages.

#### ***4. The students can monitor the effectiveness of their use of strategies.***

As Dickinson (1993) mentions that autonomous students can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, an autonomous learner, who has not done well on the English test, may first try to find out which structures and points he or she has not understood and then try to find more effective study ways. (as cited in Kocak, 2003, p.28-29)

With these four basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their own learning. The Autonomous Language Modules (ALMS) which was created by Nordlund (2001) are as the followings:

##### **1. Plans and contracts**

Planning to do activities regarding the learning process determines the students in achieving the goal. As autonomous learners, the students will plan and contract their needs and go on to make firm plans. They write contracts and they may sign up for various support groups. They form their own groups and partnerships, and describe individual projects they plan to do. They set their own objectives and plan

for their fulfillment. For example, they plan to do reading activity and finishing it at the certain time.

## **2. Counseling**

Counseling is provided as a support to the students and a check on their progress. Autonomous speaking learners need not only a teacher but also knowledgeable people of English skill ability as counselors. The students in this case consult about their English. The problems will always occur in the learning process, more ever when they learn autonomously without the presence of the teacher.

Counseling is a crucial part of this support network because the peak of problem solving in learning content subject is aimed to the teacher who masters and understands the problem. Besides, counselor will direct and advise the appropriate ways in developing their autonomous learning.

Three functions of counseling were put forward by Gremmo (1994),

- Counselors provide conceptual information to help learners to develop their representations and metalinguistic and metacognitive notions.
- They give methodological information about materials and work techniques and planning.
- They provide psychological support and help learners to come to terms with successes and.

The role of the counselor clearly differs in some respects from that of the teacher. According to Riley (1997), teaching and counseling involve different things.

For example, teaching is to do with setting objectives, determining course content, selecting materials, deciding on the learning tasks, initiating and managing classroom interaction, answering questions, marking and grading, testing and motivating. (As cited in Nordlund, 2001, p. 215).

### **3. Record keeping and evaluation**

The basis of the students' record keeping is usually the recorder, agenda book, diary, even journal, which has to be kept up-to-date with everything they do towards their objectives. An autonomous student in speaking will keep recording to his or her interlocutor, after that she or she will review it and research anything that he or she didn't know how to say.

As Johnston & Merrill (2004) point out, using learning logs or reflective diaries are the ways to evaluate and record students' progress. It combines the learning of previous and ongoing experiences with reflective reports on the learning content and the learning process itself (including time taken, sources used, etc.) (p. 39). Learning logs are an increasingly popular method of encouraging students to reflect on their learning. They are often used in work-based learning contexts when students are encouraged to keep a record of what they are doing in their practice or work place, analyze it critically and relate it back to the theory and literature studied in class.

### **1. Strategies**



Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991). (as cited in Oxford, 2003, p. 9). The students in this case might have difficulties to reveal and deliver their speaking, but they will be more enjoyable and easier while using the strategies. Wina (2008) stated, learning strategies are as series of activities designed to achieve a particular educational goal. (p.126). Besides, Oxford, R (2003) defines strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. According to him, Language learning strategies may be divided into two classes, direct strategies and indirect strategies, and each class contains three categories. Direct strategies help learners to learn the target language directly; indirect strategies help learners to support and manage language learning without directly involving the target language. Direct strategies are subdivided into memory, cognitive, and compensation strategies; indirect strategies are subdivided into metacognitive, affective, and social strategies. The classifications as describe below:

a. Memory strategies

Memory strategies are techniques that help students store and retrieve new information. It means that the students use their memory to retrieve new information from what they speak with interlocutors. They learn new words in English (e.g. the students will remember in English what the interlocutor brings). In teaching and learning process context however, (Purpura, 1997) stated memory-related strategies do not always positively relate to language learning proficiency. In fact, the use of

memory strategies in a test-taking situation had a significant *negative* relationship to students' test performance in grammar and vocabulary. The probable reason for this is that memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, but that students need such strategies much less when their arsenal of vocabulary and structures has become larger. (As cited in Oxford, 2003, p. 13)

#### b. Cognitive strategies

Cognitive strategies are skills or steps that involve direct analysis, transformation, or synthesis of the target language, such as formal practice with sounds or structures, functional practice in natural interactions, reasoning, translating, analyzing, note-taking, etc.

#### c. Compensation strategies

Compensation strategies are those that enable the students to make up their missing knowledge in the process of comprehending or producing the target language, such as guessing wisely using a synonym or description in order to get the meaning across in speaking or writing. (The students wisely continue interlocutor's missing knowledge to get the target language)

#### d. Metacognitive strategies

Metacognitive strategies are the general ones used by autonomous students. Because the activities created by the students encourage them to active learning and independent. Metacognitive strategies are steps that students take to manage or regulate their learning, such as planning and arranging for learning tasks, setting

goals and objectives, monitoring the learning process for errors, and evaluating progress. The activities in speaking meant such as singing English songs, attending English programs etc.

e. Affective strategies

Affective strategies are those strategies that help learners gain control over their emotions, attitudes, and motivations related to language learning. Such strategies include encouraging oneself through positive self-talk, talking with someone about your feelings about learning the target language, etc.

f. Social strategies

Social strategies are actions that involve other people, such as asking questions, cooperating with others, and becoming aware of others' thoughts and feelings. It means that the interactions with the others to practice the language are as social strategies. (e.g. practicing English with native speaker, friends and others) (as cited in Ling, 2008, ¶ 6-15 ).

Dickinson (1995) adds about the characteristics of autonomous learners as :

“Those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning” (p. 167). (as cited in Conttia, 2007, p.3).

Students should have certain strategies to be autonomous language learners. They are able to take control, evaluate, and correct the errors through their learning strategies.

According to Ridley, Schutz, Glanz, & Weinstein (1992), the strategies that autonomous students can make use of include taking conscious control of learning, planning and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly. The control an autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning. (as cited in Conttia, 2007, p.3).

From the characteristics above, there are some keywords that can be the main characteristics. Holec (1981) explained, the keywords are action-words :

The students are able to take charge of their own learning, determine their objectives, select *methods and strategies* and evaluate what has been acquired. (as cited in Wood, 1999, p.75.)

The process of autonomous language learning is as the following figure:

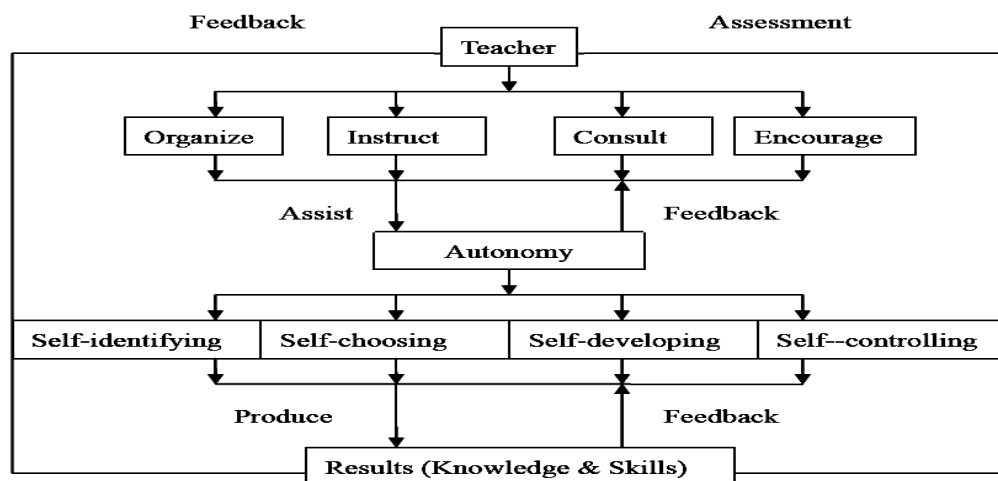


Figure 1 (autonomy process)

It was adopted from <http://www.finchpark.com/arts/Autonomy.pdf>

### **c. Advantages of being autonomous speaking learning**

By definitions of autonomous students emphasize the transfer of responsibility for learning from the teacher to the student. With such responsibility the student gains the greater advantages degree of active involvement and better learning in their speaking.

Johnston & Merrill (2004) explained, to enhance the autonomous learning is meant:

- Raising awareness of the provisional (and thus contestable) character of knowledge
- Encouraging students to explore, question and assess continuously their strategies and attitudes in coping with reality and how these help them to, or prevent them from, gaining further understanding
- Raising confidence in one's competences
- Addressing the personal responsibility of the individual for his/her own learning
- Engaging the learner actively in his/her learning process. (p.16).

Class instruction or structural learning has not been enough to make the students active, intelligent, motivated and aware without involving the learning autonomy. It is different from structural learning which the goal, planning, materials and sources are provided by the teachers. The students seem rote learning and rule-

bounded with the result that they couldn't develop the skills after the end of class instruction. Yamin (2007) added, there have been many advantages obtained by autonomous learning, they are:

- Having responsibility
- Increasing skills and competences
- Solving the problems
- Taking a decision
- Thinking creatively and critically
- Being self-confidence
- Being a teacher for him/her self. (p.117-118).

## **2. Learning Speaking English**

Speaking comes from word “speak”. Hornby (1995) states that speak is to talk or say something about something”. (p.1140). Besides, Richards (1983), defines speaking is as the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. (p. 126)

Speech is the vocalized form of human communication. It is based upon the syntactic combination of lexicals and names that are drawn from very large (usually >10,000 different words) vocabularies. Each spoken word is created out of the phonetic combination of a limited set of vowel and consonant speech sound units. These vocabularies, the syntax which structures them, and their set of speech sound

units, differ creating the existence of many thousands of different types of mutually unintelligible human languages. Human speakers are often polyglot able to communicate in two or more of them. The vocal abilities that enable humans to produce speech also provide humans with the ability to sing. Spoken vocalizations are quickly turned from sensory inputs into motor instructions needed for their immediate or delayed (in phonological memory) vocal imitation. This occurs independently of speech perception. This mapping plays a key role in enabling children to expand their spoken vocabulary and hence the ability to human language to transmit across generations. (retrieved from [http://en.wikipedia.org/wiki/Speech#Speech\\_production](http://en.wikipedia.org/wiki/Speech#Speech_production) on july 22th 2009).

Clark and Clark (1977), state that the nature of language is a principle means for communication among human beings (as cited in Sert, 2007.p.3). Noticing the process of communication, it is assumed that two main activities occur in it, namely speaking and listening.

When people speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Joji Miyauchi (2001) assumes that speaking is an action to produce words. This of course still brings a general idea since not every action to produce words is meaningful.( as cited in Iskandar 2008, p.32)

Bygate (1984) explains there are two basic ways in which speaking can be seen as a skill. They are motor-perceptive skills and interaction skills. Motor perceptive

skills involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. While interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others (as cited in Oxford, 2003. p.13).

### **3. The Factors Affecting Autonomous Speaking Learning**

Learning as a process or activity is required the factors. Suryabrata (2005), classifies the factors affecting the learning into two categories:

1. The factors derived from out self-learners, they are:

- *Non-social factors*. Such as; weather condition, time, place, tools or media etc.

All of those factors should be managed appropriately in order to support the process of autonomous learning. Place of learning has a high influence to the learning process; more ever speaking needs the enjoyable place. The students will easily share their ideas when they feel comfortable and enjoyable, in the other hand a crowded situation makes the learners difficult to concentrate maximally. a rainy season sometimes makes many people enjoyable with their sleeping blanket and many others. The process of class instruction including media, materials, methods created by their teachers also give the impact to the students' autonomous speaking learning.

- *Social factors*. In this case is human factors or fellow being such as; family, friends, teachers and people around. Family has a prominent role in supporting autonomous learners, more ever it is as a main social where they learn autonomously.



Teachers in this case play a prominent role to support, encourage and create the students to be aware in their speaking, starting from the process of the class instruction up to being a counselor and source of problem solving of the students. (p. 233-234). Besides, Tudor (1993) suggests that the main role of the teacher in the traditional modes of teaching is the supplier of knowledge. That is, the teacher is the figure of authority as a source of knowledge, deciding on what will be learned and how will that be learned. Additionally, organizing is another role the teacher takes in setting up the activities, motivating the students and providing authoritative feedback on students' performance. However, in many language programs promoting learner autonomy teachers need to change their role from supplier of information to counselor so as to help learners to take significant responsibility by setting their own goals, planning practice opportunities, or assessing their progress. (as cited in Kocak, 2003, p.29-30)

So, social environment where they live will highly determine the effectiveness of autonomous language learning process.

2. The factors derived from self-learners or internal factors, they are;

- *Physiological factors*. Syah (2003) states, It is about the general health of human body. The weak condition of body organ will highly influence the degree of spirit and the capacity of students' thinking, more ever for those who have a headache. Besides, speaking needs clear sounds in order to make the interlocutor understand what the speaker says. So, the healthy organ of speech is highly required because messages and information will be difficult to deliver if it has a problem.

Most of students in this case make their problematic organs as reason for not having capability to speak English.

- *Psychological factors*. There are many psychological factors which affect the quantity and quality of out put of learning, but below generally supposed as the essential ones:

a. Intelligence

Reber (1988) defines, it is as physic-psycho's ability to react stimulation and adaptable correctly with the environment around. (as cited in Syah, 2003, p, 147). So, it is not only the quality of brain, but also the other organs like ear, eyes, blood vessel and etc. In the other hand, most people know that talking about intelligence is identically with the human brain.

b. Attitude

It is an internal symptom which effectively aims to the response tendency and relatively becomes a permanent object in positive and negative value. The positive attitude of the students when they begin their learning will indicate the better during learning process. On the contrary, when they have the negative attitude toward the lesson in the beginning of their learning, they will be difficult in achieving the goal. Speaking needs a good attitude, when the students are required to speak English in certain condition and they have a negative attitude so their speaking is not as satisfied as the interlocutor hopes.

c. Aptitude

According to (Chaplin, 1972; Reber, 1988) generally, aptitude is a potential ability which someone has to gain the target in the future. (As cited in syah, 2003, p.150). So, actually everybody has an aptitude and potential to reach a competence in the certain level based on his/her each capacity. Students who have an aptitude in speaking and will develop it, they will be easier in achieving the speaking goals.

#### d. Interest

Trivially, it is a high inclination and fervor toward something. According to Reber (1988), it is not including a popular term in psychology because it is focused on other internal factors, like, curiosity, motivation and need. (as cited in syah, 2003, p. 151). So, interest has a high effect to some body to be active learning and independent. It is impossible to the students who will be able to speak English, but they do not have interest at all because it highly determines to raise some thing.

#### e. Motivation

Syah (2003) defined, it is an internal condition of organism (whether it is human being or animals) which encourages it to do something. (p.151). Besides, it is as an energizer for everybody to do something based on his or her needs. Students automatically will not learn without having a motivation. As motivated ones they always develop, practice, review and evaluate the content subjects they have got after the end of class instruction however their activities without teachers' attendance. So that's why, the autonomous learners could be called as motivated ones.

Mujiman (2006) stated, the factor affecting autonomous learning is that; Environment where the students learn. In order to make the effective learning, it should provide *the information source, supporter learning and conducive environment*. (p. 133-134).

The information source is highly needed because it encourages the autonomous students to seek more and new information such as news paper, magazine, library, journal book, internet and etc. Supporting learning like family, friends, and teacher as a problem solver when the students get problems and difficulties in learning are also the important component which brings them to gain the effective learning. Comfortable environment around is also has contribution to make effective learning because a crowded situation makes the learners difficult to concentrate maximally.

## **B. The Relevant Research**

Here are the relevant researches which were conducted by the scholars in the area of foreign language learning.

1. Research by Lai Man Wai Conttia (2007) entitled *The Influence of Learner Motivation on Developing Autonomous Learning in an English-for-Specific-Purposes Course*. The study was conducted to find out the cognitive and psychological factors that differentiate learners' levels of development of autonomous learning, and the contextual and social influences surrounding the learners' participation in course-based SALL (Self-Access Language Learning). A total of 138 students from eight classes were selected to participate in the questionnaire survey and the

SALL evaluation exercise. The results indicated significant differences exist in identified regulation and self-efficacy between successful and less successful users of SALL. Also, a number of social and contextual factors are found to have an impact on the learners' success in SALL.

2. Research by Ozgur Yıldırım (2008), entitled *Turkish EFL Learners' Readiness for Learner Autonomy*. The purpose of this study was to identify university level Turkish EFL learners' readiness for learner autonomy. The main objective of the study was to explore the extent to which learner autonomy can work in Turkish EFL classrooms. A 43-item questionnaire was administered to 103 students in order to reach the goals. The questionnaire was designed to determine learners' views of responsibility for themselves, their confidence to act autonomously, and their actual practice of autonomous learning. The results of the study indicated that; most of the classroom actions, students have a notion of sharing responsibility, besides they consult with the teachers. However, they also think that there are some actions (e.g. choosing activities to use) with which the teachers have the greatest responsibility; and there are some actions (e.g. deciding what to learn outside class) with which the students have the greatest responsibility.
3. Research by Afyer Kocak (2003), the research was entitled *A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language*. It was conducted at the English Language Preparatory School

of Baskent University. The purpose of this study was to investigate whether, or not, students attending English Language Preparatory School at Bařkent University are ready to be involved in autonomous language learning. The questionnaire used in the study was administered to 186 students. The results of the study indicated that majority of the students had high motivation. Another result revealed that the students tended to use some metacognitive strategies like self-monitoring and self-evaluation. The third result showed that the learners considered the teacher as more responsible for most of the tasks during their own learning process.

4. Research by Nehir Sert (2007), she is an assistant professor in the Department of Foreign Language Teaching at Baskent University. Her research was entitled *EFL Student Teachers' Learning Autonomy*. She aimed to investigate English Language Learning autonomy among EFL student-teacher in Turkey. Fifty-seven first year student teachers in the English Language Teaching Program of a Turkish University participated in this case study. The result of her study indicated that they lack the capacity for self-assessment in monitoring their own language learning process. The students seem to be unable to identify what to master and how to master it for efficient language learning.

### **C. The Operational Concept**

In order to clarify the theory used in this study, the researcher would like to explain briefly about the variable of this study. This study is a descriptive study that focused on gaining the description of the students' autonomous speaking learning and the factors influence it.

Regarding to the focus of this study, the students' autonomous speaking learning will be investigated by indicator that dedicated as the following indicators:

1. The students identify what is going on, in other words what is been spoken (e.g. they might think about the relationship between the new grammar rule and the rules they have learned previously):
  - When the students speak English, they correlate the new grammar rule with the rules they have learned previously.
  - When they get the new words, they think and adjust them with the previous lesson they have learned.

2. The students formulate their own learning speaking objectives:
  - Students determine their own learning speaking objectives.
  - Students plan what they will speak with interlocutors.
  - Students set the agenda of their speaking.
3. The students select and implement appropriate strategies in learning speaking English:
  - Students keep speaking English with friends.
  - Students use their memory to retrieve new information.
  - Students try to learn new word by speaking English.
  - Students memorize the new vocabularies.
  - Students directly practice their new word of English that they have recently got.
  - Students sing English songs.
  - In speaking, students ask for clarification to interlocutor, e.g. (I'm sorry, can you say that again?)
4. The students monitor the effectiveness of their use of strategies in learning speaking English:
  - Students monitor the effectiveness of their strategies in learning speaking.
  - Students make necessary changes toward their strategies.
5. The students evaluate their speaking progress (e.g. using recorder, agenda book, etc.)



- Students evaluate their speaking progress using (e.g. using recorder, agenda book, etc.).
  - Students review what they have spoken in English.
6. The students consult with knowledgeable people of English when they get problems about English. (e. g. teachers and others) :
- Students consult with knowledgeable people of English when they have problems about English.
  - When teacher asks the students to find new vocabularies out on the dictionary, they do it.

The factors influencing the students' autonomous speaking learning will be investigated by indicator that dedicated as the following indicators:

1. The teachers and their teaching methods encourage the students to be autonomous in speaking English :
  - The teacher gives homework to the students.
  - The methods used by the teacher in teaching are very interesting and, encourage the students to be autonomous in speaking.
  - The teacher has responsibility toward students' success.
  - The teacher gives motivation to the students to learn speaking autonomously.
2. The social environment and available language facilities make the students interested in speaking English :

- Students speak English when their friends in the school environment speak English too.
  - The available facilities of language make the students spirit in speaking English.
  - The comfortable place makes the students enjoyable in speaking English.
3. The students have a good interest in their learning speaking English:
- Students like to learn English speaking.
  - Students have enough ability in learning speaking.
  - Students have a good interest in learning speaking.
4. The students are motivated in learning speaking English:
- Students speak English confidently.
  - Students make efforts to improve their English speaking.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

The design of this study belongs to descriptive qualitative research which describes the students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru. Johnson (1976) stated that qualitative approaches to research have gained a strong foothold in L2 research and although ethnography has played important roles in educational research. (p. 33)

#### **B. The Location and Time Of the Research**

The writer conducted this research at MAN 2 MODEL PEKANBARU, which is located on Jl. Diponegoro Pekanbaru. It was carried out on November up to December 2009.

#### **C. The Subject and Object of the Research**

The subject of this research was the second year students of MAN 2 Model and the object was their autonomous speaking learning.

## D. The Population and Sample

### 1. Population

Population of this research was the second year students of MAN 2 Model. The number of population was 166 students which consist of five classes. Female was 109 students and male was 57 students.

### 2. Sample

Suharsimi (1991), indicates that if the amount of the subject is more than 350, it is better to take about 10-15%, 20-25%, or more than it. (p.185). So, the researcher took 25% of them to become the sample of this research. It means 42 students of them were as the samples.

The table bellow informs the number of the samples:

No	Class	Population			Sample
		Female	Male	Total	
1.	II IPS <sup>1</sup>	21	10	31	8
2.	II IPS <sup>2</sup>	23	11	34	8
3.	II IPS <sup>3</sup>	25	10	35	8
4.	II IPA <sup>1</sup>	21	13	34	9
5.	II IPA <sup>2</sup>	19	13	32	9
Total		109	57	166	42

## E. The Technique of Collecting the Data

### 1. Questionnaire

Based on the qualitative design, this research used the questionnaire as a prior technique in collecting the data and the instrument was the

questionnaire data which involved some statements to get students' autonomous speaking learning and the factors that influence it.

## **2. Interview**

This technique used to get some additional data about students' autonomous speaking learning and the factors that influence it.

## **F. The Technique of Analyzing the Data**

The research will be a descriptive qualitative with percentage. It will be attempted to describe and interpret the data collected as objectively as possible. The data obtained will be quantitatively analyzed into qualitative category. The formula used to percentage the data in this research as follows:

$$P = \frac{f}{N} \times 100 \%$$

P= Percentage

F= Frequency

N= Number of respondents (Sudijono, 2007: 43)

Then, the results of percentage are categorized as follows:

a. 76% - 100% : Good

- b. 56% - 75% : Fair
- c. 40% - 55% : Less
- d. 0% - 39% : Bad

(Suharsimi 1991:195-196).

Besides using the formulation above in taking the percentage, it is needed to identify the mean for each category that absolutely has different value in every item on the questionnaire. The formulation of mean score is:

$$M_x = \frac{\sum x}{N}$$

M<sub>x</sub> = Mean .....

$\sum X$  = Total score

N = Number of cases

(as cited in Hartono, 2006. p.30).

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

This chapter discusses about the students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru that is presented and described by using tables. The data was filled and interpreted based on the questionnaire information after each of populations was equally given the same portion of questions. Forty-two students were contributed on the questionnaires and some of them were on interview techniques. The researcher used the questionnaire as the main technique in collecting the data, while the interview used as supporting one.

The questionnaire refers to the students' autonomous speaking learning and the factors influence it. There are thirty statements in this questionnaire items that represent the students' autonomous speaking learning and factors that influence their autonomous speaking learning. It was divided into two parts, part A related to the students' autonomous speaking learning. The questionnaire consists of eighteen items in which they are as follows;

1. The students identify what is going on, in other words what is been spoken (e.g. they might think about the relationship between the new grammar rule and the rules they have learned previously). It can be seen in questionnaire items number 1 and 2.

2. The students formulate their own learning speaking objectives. It can be seen in questionnaire items number 3, 4 and 5.
3. The students select and implement appropriate strategies in learning speaking English. it can be seen in questionnaire items number 6,7,8,9,10,11 and 39
4. The students monitor the effectiveness of their use of strategies in learning speaking English. It can be seen in questionnaire items number 13 and 14.
5. The students evaluate their speaking progress (e.g. using recorder, agenda book, etc). It can be seen I questionnaire items number 15 and 16.
6. The students consult with knowledgeable people of English when they get problems about English. (e.g. teachers and others).It can be seen I questionnaire items number 17 and 18.

Part B related to the factors that influence the students' autonomous speaking learning at the second year of MAN 2 Model. The questionnaire consists of twelve items which they are as follows;

1. The teachers and their teaching methods encourage the students to be autonomous in speaking English It can be seen in questionnaire items number 19, 20,21 and 22.
2. The social environment and available language facilities make the students interested in speaking English. it can be seen in questionnaire items number 23, 24 and 25.
3. The students have a good interest in learning speaking English. It can be seen in questionnaire items number 26, 27 and 28.



4. The students are motivated in learning speaking English. It can be seen in questionnaire items number 29 and 30.

Besides, the writer used the interview as an additional instrument which was to support the main data needed in this research.

#### a. The Students' Autonomous Speaking Learning

**Table IV .1**

*Statement: When I speak English, I correlate the new grammar rule with the rules I have learned previously.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	2	4.75 %
B	Often (4)	9	21.41%
C	Sometimes (3)	19	45.25%
D	Seldom (2)	12	28.59%
E	Never (1)	0	0%
Total		42	100%

From the table above, it shows that 45.25 % of the respondents sometime correlate the new grammar rule with the rules they have learned previously in their speaking, 28.59% of them are seldom and 21.41 % of them are often, 4.75% of them are always and none of them stated never. It means that 71.41% of the respondents correlate the new grammar rules with the rules they have learned previously in their speaking. It was also suitable with student's statement that he sometimes thinks and

correlates the new grammar rules with the rules they have learned before. (Mira: interview session on Monday, 23 Nov 2009 at 10:15 am).

**Table IV .2**

***Statement:** When I get the new words, I think and adjust them with the previous lesson I have learned.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	5	11.92%
B	Often (4)	8	19.09%
C	Sometimes (3)	11	26.16%
D	Seldom (2)	10	23.84%
E	Never (1)	8	19.09%
Total		42	100%

The table above presents 11 (26.16%) of the respondents who answered sometimes, 23.84% who answered Seldom, 19.09% who answered often and never, while 11.92% of them answered always. It means that when the respondents are asked about new words they get and they adjust with the previous lesson they have learned 57.17% of them are involved in implementing it.

**Table IV .3**

***Statement:** I determine my own learning speaking objectives*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	8	19.09%
B	Often (4)	10	23.84%
C	Sometimes (3)	12	28.59%
D	Seldom (2)	11	26.16%
E	Never (1)	1	2.32%
Total		42	100%

The table above shows 28.59% or the majority of the respondents stated sometimes. 26.16% of the respondents stated seldom. 23.84% of the respondents stated often. 19.09% of the respondents stated always and only one of them or 2.32% stated never. Based on the amount of percentage 71.52% of the respondents stated sometimes, often and always. It means that the students in this case determine their own learning speaking objectives. While 28.48 of the respondents stated seldom and never determine their own learning speaking objectives.

**Table IV .4**

***Statement:*** *I plan what I will speak with interlocutors.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	5	11.92%
B	Often (4)	7	16.67%
C	Sometimes (3)	12	28.59%
D	Seldom (2)	8	19.09%
E	Never (1)	10	23.84%

Total	42	100%
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The table above shows the respondents' statement about planning their learning speaking with interlocutors. It shows that 28.59% of the respondents stated sometimes, 23.84% of the respondents stated never, 19.09% of the respondents stated seldom, 16.67% of the respondents stated often and 11.92% of them stated always. It means that 57.18 % of the respondents sometimes and often and always determine their own learning speaking objectives. Besides 42.82% of them do it. It was also suitable with student's statement that he sometimes sets or determines his own learning speaking goals. (Agus: interview session on Monday, 23 Nov 2009 at 10:30 am).

**Table IV .5**

*Statement:* I set the agenda of my speaking

Option	Alternative Option	Frequency	Percentage
A	Always (5)	3	7.17%
B	Often (4)	8	19.09%
C	Sometimes (3)	9	21.41%
D	Seldom (2)	12	28.59%
E	Never (1)	10	23.84%
Total		42	100%

Setting the agenda of learning speaking is as a statement that contributed the respondents' alternatives answer. Based on the table above, it shows that 28.59% of the respondents stated seldom involved in it, 23.84% of them stated never doing it, 21.41% of them stated sometimes, 19.09% of them stated often and 7.17% of them who always involved in setting the agenda of their learning speaking. So, it means that 47.67% of the respondents always, often and sometimes do it. While 52.33% or more than 50% of them seldom and never set the agenda of their speaking.

**Table IV .6**

*Statement: I speak English with friends*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	8	19.09%
B	Often (4)	11	26.16%
C	Sometimes (3)	14	33.33%
D	Seldom (2)	7	16.67%
E	Never (1)	2	4.75%
Total		42	100%

From the table above, it shows that 33.33 % of the respondents sometimes speak English with their friends, 26.16 % of them stated often, 19.09% of them always use English to speak with their friends, 16.67% of the respondents stated seldom and only two of them or 4.74% who stated never. Concerning to the result of

this, it indicates that more than 70 % or 78.58% of the respondents stated sometimes, often and always in using English to speak with others. While 21.42% of the respondents seldom and never use their English to speak with friends. It was also suitable with student's statement that she sometimes speaks English with friends and teachers. (Dina: interview session on Monday, 23 Nov 2009 at 10:45 am).

**Table IV .7**

*Statement: I use my memory to retrieve new information*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	6	14.24%
B	Often (4)	8	19.09%
C	Sometimes (3)	11	26.16%
D	Seldom (2)	9	21.41%
E	Never (1)	8	19.09%
Total		42	100%

The table above presents the percentage of the respondents' strategies in speaking; it is about their use of memory to retrieve the new information in speaking. It shows that 26.16% of the respondents stated sometimes, 21.41% of them stated

seldom and 19.09% of the respondents stated often and never. It 14.24 % of them stated always. It means that the respondents in this case more than 55% or 59.49% sometimes, often and always use their memory to retrieve their new information in speaking. While 40.51% of them stated seldom and never doing it. It was also suitable with student's statement that she sometimes use their memory to get the information when conducting speaking with their friends. (Dinda: interview session on Monday, 23 Nov 2009 at 10:45 am).

**Table IV .8**

*Statement: I try to learn a new word by speaking English.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	7	16.67%
B	Often (4)	8	19.09%
C	Sometimes (3)	15	35.76%
D	Seldom (2)	6	14.24%
E	Never (1)	6	14.24%
Total		42	100%

The table above shows 35.76% or the majority of the respondents stated sometimes. 19.09% of the respondents stated often. 16.67% of the respondents stated always, and 14.24% of them stated seldom and never trying to learn a new word by

speaking English. It means that the respondents on the statement about they try to learn a new word by speaking sometimes often and always try to learn a new word by speaking English, or 71.52% of them who are involved in it. Besides, 28.48% of the respondents stated seldom and never.

**Table IV .9**

*Statement: I memorize the new vocabularies*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	4	9.51%
B	Often (4)	10	23.84%
C	Sometimes (3)	14	33.33%
D	Seldom (2)	11	26.16%
E	Never (1)	3	7.17%
Total		42	100%

Memorizing vocabularies was the statement that had been responded by the students, the table above shows that 33.33% of the respondents stated sometimes, 26.16 of them stated seldom, 23.84% of them stated often, 9.51% of them stated always and 7.17% of the respondents stated never. So, it means when the respondents were asked about they memorize the vocabularies, 66.68% of them sometimes, often and always memorize the vocabularies as their strategies in learning speaking English. However 33.32% of the respondents seldom and never memorize the vocabularies in improving their speaking.



**Table IV.10**

*Statement: I directly practice my new word of English that I have recently got.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	5	11.92%
B	Often (4)	8	19.09%
C	Sometimes (3)	12	28.59%
D	Seldom (2)	10	23.84%
E	Never (1)	7	16.67%
Total		42	100%

Respondents gave their statement about their activities after they have recently got the new vocabularies, whether they directly practice it or never. The table above shows that 28.59% of the respondents stated sometimes in doing it, 23.84% of them stated seldom, 19.09% of them stated often, 16.67% of them stated never and 11.92% of them stated always. So, it is more than 50% of the respondents or 59.06% sometimes, often and always use their strategies in getting the new vocabularies and directly practice it with the others. Besides 40.94% of the respondents seldom and never do it.

**Table IV .11**

*Statement: I sing English songs.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	13	30.91%

B	Often (4)	12	28.59%
C	Sometimes (3)	16	38.08%
D	Seldom (2)	1	2.32%
E	Never (1)	0	0%
Total		42	100%

The table above shows the respondents' statement about singing English songs. 38.08% of the respondents stated sometimes, 30.91% of the respondents stated always, 28.59% of the respondents stated often, only one respondent or 2.32 % stated seldom and none of them stated never. It means that more than 90% or 97.58% of the respondents sometimes, often and always sing English songs. So, it was only one respondent stated seldom, and none of them stated never. It was also suitable with student's statement that he often sings English songs. (Agus: interview session on Monday, 23 Nov 2009 at 10:30 am).

**Table IV .12**

**Statement:** *I ask for clarification to interlocutor, e.g. (I'm sorry, can you say that again?).*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	6	14.24%
B	Often (4)	8	19.09%

C	Sometimes (3)	12	28.59%
D	Seldom (2)	14	33.33%
E	Never (1)	2	4.75%
Total		42	100%

The table above shows 33.33% or the majority of the respondents stated never. 28.59% of the respondents stated sometimes. 19.09% of the respondents stated often. 14.24% of the respondents stated always and two respondents of them or 4.75% stated never. So, it means that the respondents on the statement about their strategy used in speaking such as asking for clarification 61.92% of them stated sometimes, often and always. Besides, 38.08% of the respondents seldom even never use the strategy in speaking such as asking for clarification.

**Table IV .13**

*Statement: I monitor the effectiveness of my strategies in learning speaking.*

Option	Alternative Option	Frequency	Percentage
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A	Always (5)	4	9.51%
B	Often (4)	8	19.09%
C	Sometimes (3)	12	28.59%
D	Seldom (2)	10	23.84%
E	Never (1)	8	19.09%
Total		42	100%

Monitoring the effectiveness of the strategies used by the respondents in speaking was as the statement which characterizes as autonomous students. The table above shows that 28.59% of the respondents stated sometimes, 23.84% of them stated seldom, 19.09 % of them stated often and never, 9.51% of them stated always. It means that when the students are asked about monitoring their used strategies in learning speaking can be concluded 57.19% of them were involved in monitoring their use of strategies in speaking. While 42.81% of the students seldom and never monitor their strategies in speaking.

**Table IV .14**

*Statement: I make necessary changes toward my strategies*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	7	16.67%
B	Often (4)	9	21.41%
C	Sometimes (3)	15	35.76%
D	Seldom (2)	7	16.67%
E	Never (1)	4	9.51%
Total		42	100%

Using one strategy in speaking might make the students bored. Making necessary changes toward strategies shows that respondents monitor their strategies.

The table above shows that 35.76% of the respondents stated sometimes, 21.41% of them stated often, 16.67% of them stated always and seldom and four respondents or 9.51% stated never. So, when the respondents were asked about necessary changes toward their strategies, 73.84% of them made necessary changes toward their speaking strategies. However 26.16% of them seldom even never make necessary changes toward their strategies in speaking.

**Table IV .15**

*Statement: I evaluate my speaking progress (e.g. using recorder, agenda book, etc.)*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	0	0%
B	Often (4)	8	19.09%
C	Sometimes (3)	13	30.91%
D	Seldom (2)	7	16.67%
E	Never (1)	14	33.33%
Total		42	100%

The table above illustrates the students' response about their ways of evaluating the speaking progress. It shows 33.33 % of the respondents stated never, 30.91 % of them stated sometimes, 19.09% of them stated often, 16.67% of them stated seldom and none of the respondents who stated always. So, it means that 49.91% of the students use record keeping to evaluate their speaking progress. While 50.09% of the respondents seldom and never evaluate their speaking progress.

Based on the writer's interview with one of the respondents, she stated that they seldom evaluate their speaking progress. (Rina: interview session on Monday, 23 Nov 2009 at 10:50 am).

**Table IV .16**

*Statement: I review what I have learned in speaking English*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	7	16.67%
B	Often (4)	9	21.41%
C	Sometimes (3)	15	35.76%
D	Seldom (2)	7	16.67%
E	Never (1)	4	9.51%
Total		42	100%

Reviewing what have been learned is a evaluation of learning. It means, autonomous students will care and evaluate what they have learned. The table above illustrates about the evaluation of learning which reviewing as the statement. it shows that 35.76% or majority of the respondents stated sometimes, 21.41% of them stated often, 16.67% of them stated always and seldom and 9.51% of the respondents stated never. It means that when the respondents were asked about their reviewing of what they have learned, 73.84% of them review what they have learned in speaking English. Besides, 26.16% of the respondents seldom even never review what they have learned in speaking.

**Table IV .17**

*Statement: I consult with knowledgeable people of English when I have problems about English*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	1	2.32%
B	Often (4)	6	14.24%
C	Sometimes (3)	16	38.08%
D	Seldom (2)	17	40.19%
E	Never (1)	2	4.75%
Total		42	100%

Autonomous students will find some problems, because they study without the presence of teachers or people who know about English. The table above illustrates respondents' counseling with knowledgeable people of English, it shows that 40.19% of them stated seldom, 38.08% of them stated sometimes, 14.24% of them stated often, 4.75% of them stated never and only one respondent stated always or 2.32%. So, it can be concluded that when the respondents were asked about their counseling, 54.64% were involved in counseling while 45.36% of the respondents seldom even never counsel their English with teacher or people who know bout English.



**Table IV .18**

*Statement: When teacher asks me to find new vocabularies out on the dictionary, I do it.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	13	30.91%
B	Often (4)	12	28.59%
C	Sometimes (3)	16	38.08%
D	Seldom (2)	1	2.32%
E	Never (1)	0	0%
Total		49	100%

Here was the statement about the process of counseling. The problems always occur when the students study by themselves or without teacher's attendance more ever it was about the vocabularies and the students in this case counsel with their English teacher. The statement about it appears the percentage of the respondents as stated on the table above, which 38.08% of the respondents stated sometimes, 30.91% of the respondents stated always, 28.59% of the respondents stated often, one respondent or 2.32% of them stated seldom and none of them stated never. It means that when the respondents were asked about their counseling process (in this case was about vocabularies), 97.58% of the respondents were involved in the process of

counseling (in this case was about asking vocabularies) and only 2.42% of them seldom even never doing it.

#### **b. The Factors Influencing Students' Autonomous Speaking Learning**

**Table IV .19**

*Statement: The teacher gives homework to the students.*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	13	30.91%
B	Often (4)	17	40.49%
C	Sometimes (3)	11	26.16%
D	Seldom (2)	1	2.32%
E	Never (1)	0	0%
Total		42	100%

Giving homework to the students unintentionally make the students to be more autonomous in speaking learning because they were trained being a responsible man. The table above illustrates that 40.49% of the respondents stated often, 30.91% of them stated always, 26.16% of them stated sometimes, 2.32% of them stated seldom and none of them stated never. It means that 97.56% of the respondents or most of them in this case admitted that their English teacher gave homework to the

students. While 2.44% of the respondents stated that their English teacher seldom gives the homework.

**Table IV .20**

***Statement:** The methods used by the teacher in teaching are very interesting and encourage me to be autonomous in speaking*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	5	11.92%
B	Often (4)	6	14.24%
C	Sometimes (3)	16	38.08%
D	Seldom (2)	11	26.16%
E	Never (1)	4	9.51%
Total		42	100%

The table above shows that 38.08% of the respondents stated sometimes, 26.16% of them stated seldom, 14.24% of them stated often, 11.92% of them stated always and 9.51% of them stated never. Those are the percentage amount of the students' responses about the methods used by the teacher in teaching and encourage

the students to speak English actively. From the table above, it can be concluded that 64.24% of the respondents admitted that the methods used by the teachers encourage the students to be active in speaking, while 35.76% of them admitted it was seldom even never.

Based on the interview as the additional data, one of the respondents stated that, the methods used by the teacher sometimes were interesting, so they practiced it after the end of class instruction. (Fika: interview session on Tuesday, 24 Nov 2009 at 10: 10 am).

**Table IV .21**

*Statement: The teacher has responsibility toward students' success.*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	13	30.91%
B	Often (4)	11	26.16%
C	Sometimes (3)	8	19.09%
D	Seldom (2)	7	16.67%
E	Never (1)	3	7.17%
Total		42	100%

Here was the statement of the students about their teacher's responsibility toward their success in speaking. The table above shows that 30.91% or majority of the respondents stated always, 26.16% of them stated often, 19.09% of them stated sometimes, 16.67% of them stated seldom and three respondents or 7.17% of them

stated never. It means that, when the respondents were asked about their teachers' responsibility toward their success 76.16% of the respondents admitted that their teachers always and often have responsibility toward their success in speaking English. While 23.84% of them admitted that their teachers seldom even never have the responsibility toward their success.

Based on the writer's interview with one of the respondents, he stated that the teacher has good responsibility toward their students. (Aldi: interview session on Wednesday, 25 Nov 2009 at 10: 15 am).

**Table IV .22**

***Statement:** The teacher gives motivation to the students to learn speaking autonomously.*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	16	38.08%
B	Often (4)	14	33.33%
C	Sometimes (3)	10	23.84%
D	Seldom (2)	2	4.75%
E	Never (1)	0	0%
Total		42	100%

Giving motivation by the teacher toward the students in order to learn English autonomously has varieties response stated by the students. The table above shows that 38.08% or majority of the respondents stated always, 33.33% of them stated often, 23.84% of them stated sometimes, 4.75% of them stated seldom and none of the respondents in this case stated never. So it can be concluded that the teachers have a high willing to support and motivate their students to be autonomous students in speaking. It was about 95.25% of the students admitted that their teacher motivated them to be autonomous language learning. Only 4.75% of them admitted that their teacher seldom even never motivated them.

**Table IV .23**

*Statement: I speak English when my friends in the school environment speak English too.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	10	23.84%
B	Often (4)	15	35.76%
C	Sometimes (3)	11	26.16%
D	Seldom (2)	4	9.51%

E	Never (1)	2	4.75%
Total		42	100%

The school environment and friends make the students interested in speaking English was the statement that commented by the respondents. The table above shows the percentage of the respondents in which 35.76% of them stated often, 26.16% of them stated sometimes, 23.84% of them stated always, 9.51% of them stated seldom and only two of them or 4.75% stated never. So it can be concluded that 85.76% of the respondents speak English in the school environment because most of their friends speak English too.

Based on the writer's interview with one of the respondents, he stated that school environment sometimes makes him interested in speaking English, because some friends also spoke English. (Roni: interview session on Tuesday, 24 Nov 2009 at 10: 15 am).

**Table IV .24**

***Statement:** The available facilities of language make me spirit in speaking English.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	12	28.59%
B	Often (4)	9	21.41%

C	Sometimes (3)	15	35.76%
D	Seldom (2)	4	9.51%
E	Never (1)	2	4.76%
Total		42	100%

The table above shows that 35.76% of the respondents stated sometimes, 28.59% of them stated always, 21.41% of them stated often, 9.51% of them stated seldom and only two or 4.76% of them stated never. So it means that the respondents were asked about the available facilities of language, it makes them spirit, 85.76% of them admitted that the available facilities of language make them spirit in speaking English and 14.24% of them admitted it was seldom and even never.

**Table IV .25**

*Statement: The comfortable place makes me enjoyable in speaking English.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	13	30.91%
B	Often (4)	10	23.84%



C	Sometimes (3)	12	28.59%
D	Seldom (2)	7	16.67%
E	Never (1)	0	0%
Total		42	100%

The table above shows that 30.91% or majority of the respondents stated always, 28.59% of the respondents stated sometimes, 23.84% of the respondents stated often, 16.67% of the respondents stated seldom and none of the respondents stated never. So, the students were asked about the environment or comfortable place where they speak English, 83.34% of them admitted that the comfortable place make them enjoyable in speaking English. While 16.66% of them stated seldom and never feel enjoyable.

**Table IV .26**

*Statement: I have enough capability in learning speaking.*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	2	4.75%
B	Often (4)	7	16.67%
C	Sometimes (3)	8	19.09%
D	Seldom (2)	14	33.33%
E	Never (1)	11	26.16%
Total		42	100%

The table above shows that 33.33% of the respondents stated seldom, 26.16% of them stated never, 19.09% of them stated sometimes, 16.67% of them stated often and 4.75% of the respondents stated always. It means that when the students were

confirmed about their capability in speaking English, they admitted that less than 50% or 40.51 % of them have capability in speaking English. While more than 50% or 59.49% of them seldom and even never have the enough capability in speaking. It was also suitable with the interview conducted to find out about students' capability; he said that he did not have enough capability in speaking English. (Tari: interview session on Wednesday, 25 Nov 2009 at 10: 20 am).

**Table IV .27**

***Statement: I have a good interest in learning speaking***

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	10	23.84%
B	Often (4)	11	26.16%
C	Sometimes (3)	15	35.76%
D	Seldom (2)	6	14.24%
E	Never (1)	0	0%
Total		42	100%

Having a good interest in speaking determine the students whether they were autonomous in speaking or not. Here was the statement about their interest. The table above shows that 35.76% of the respondents stated sometimes, 26.16% of them stated often, 23.84% of them stated always, 14.24% of them stated seldom and none of them stated never. It means that when the respondents confirmed about their good interest

in speaking 85.76% of them have a good interest in speaking English, while 14.24% of them seldom even never have the good interest in speaking English.

**Table IV .28**

*Statement: I like to learn English speaking*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	8	19.09%
B	Often (4)	13	30.91%
C	Sometimes (3)	16	38.08%
D	Seldom (2)	5	11.92%
E	Never (1)	0	0%
Total		42	100%

Positive attitude toward speaking was also confirmed toward respondents. The table above illustrates about it. It shows that 38.08% of the respondents stated sometimes, 30.91% of them stated often, 19.09% of them stated always, 11.92% of them stated seldom and none of them stated never. It means that the respondents in this case confirmed and admitted that 88.08% of them like to learn English, while 11.92% of the respondents seldom like to learn English speaking.

**Table IV .29**

*Statement: I speak English confidently*

Option	Alternative Option	Frequency	Percentage
A	Always (5)	2	4.75%
B	Often (4)	8	19.09%
C	Sometimes (3)	11	26.16%
D	Seldom (2)	14	33.33%
E	Never (1)	7	16.67%
Total		42	100%

The table above shows that 33.33% of the respondents stated seldom, 26.16% of them stated sometimes, 19.09% of them stated often, 16.67% of them stated never and two of the respondents or 4.75% stated always. So, it means that when the students were asked about the confidence in their speaking, 50% of the respondents were confident in speaking English while 50% also seldom and even never confident.

Based on the interview with the respondents, one of them stated that she sometimes unconfidently spoke English. It depended on the interlocutor. (ratih: interview session on Tuesday, 24 Nov 2009 at 10: 20 am).

**Table IV .30**

*Statement: I make efforts to improve my English speaking.*

<b>Option</b>	<b>Alternative Option</b>	<b>Frequency</b>	<b>Percentage</b>
A	Always (5)	8	19.09%
B	Often (4)	5	11.92%
C	Sometimes (3)	16	38.08%
D	Seldom (2)	10	23.84%
E	Never (1)	3	7.17%
Total		42	100%

The motivated students will be highly inclined making an effort to improve their English speaking. The table above shows that 38.08% of the respondents stated always, 23.84% of the students stated seldom, 19.09% of them stated always, 11.92% of them stated often and three of the respondents or 7.17% stated never. It means that the statement about making effort in improving speaking can be concluded 61.09% of the students make an effort to improve their English speaking. Besides, 38.91% of the respondents seldom even never made an effort to improve their speaking learning.

**Table IV. 31**  
**THE RECAPITULATION OF STUDENTS'**  
**AUTONOMOUS SPEAKING LEARNING**  
**AT THE SECOND YEAR OF MAN 2 MODEL PEKANBARU**

No Of Item	Alternative Answers											
	A (5)		B (4)		C (3)		D (2)		E (1)		Amount	
	F	P	F	P	F	P	F	P	F	P	F	Mean
1	2 (10)	4.75%	9 (36)	21.41%	19 (57)	45.25%	12 (24)	28.59%	0 (0)	0%	42 (127)	3.02
2	5 (25)	11.92%	8 (32)	19.09%	11 (33)	26.16%	10 (20)	23.84%	8 (8)	19.09%	42 (118)	2.81
3	8 (40)	19.09%	10 (40)	23.84%	12 (36)	28.59%	11 (22)	26.16%	1 (1)	2.32%	42 (139)	3.31
4	5 (25)	11.92%	7 (28)	16.67%	12 (36)	28.59%	8 (16)	19.09%	10 (10)	23.84%	42 (115)	2.74
5	3 (15)	7.17%	8 (32)	19.09%	9 (27)	21.41%	12 (24)	28.59%	10 (10)	23.84%	42 (108)	2.57
6	8 (40)	19.09%	11 (44)	26.16%	14 (42)	33.33%	7 (14)	16.67%	2 (2)	4.75%	42 (142)	3.38
7	6 (30)	14.24%	8 (32)	19.09%	11 (33)	26.16%	9 (18)	21.41%	8 (8)	19.09%	42 (121)	2.88
8	7 (35)	16.67%	8 (32)	19.09%	15 (45)	35.76%	6 (12)	14.24%	6 (6)	14.24%	42 (130)	3.01
9	4 (20)	9.51%	10 (40)	23.84%	14 (42)	33.33%	11 (22)	26.16%	3 (3)	7.17%	42 (127)	3.02
10	5 (25)	11.92%	8 (32)	19.08%	12 (36)	28.59%	10 (20)	12.84%	7 (7)	16.67%	42 (120)	2.86
11	13 (65)	30.91%	12 (48)	28.59%	16 (48)	38.08%	1 (2)	2.32%	0 (0)	0%	42 (163)	3.88
12	6 (30)	14.24%	8 (32)	19.09%	12 (36)	28.59%	14 (28)	33.33%	2 (2)	4.75%	42 (128)	3.05
13	4 (20)	9.51%	8 (32)	19.09%	12 (36)	28.59%	10 (20)	23.84%	8 (8)	19.09%	42 (116)	2.76
14	7 (35)	16.67%	9 (36)	21.41%	15 (45)	35.76%	7 (14)	16.67%	4 (4)	9.51%	42 (134)	3.19
15	0 (0)	0%	8 (32)	19.09%	13 (39)	30.91%	7 (14)	16.67%	14 (14)	33.33%	42 (99)	2.36
16	7 (35)	16.67%	9 (36)	21.41%	15 (45)	35.76%	7 (14)	16.67%	4 (4)	9.51%	42 (134)	3.19
17	1 (5)	2.32%	6 (24)	14.24%	16 (48)	38.08%	17 (34)	40.19%	2 (2)	4.75%	42 (113)	2.69
18	13 (65)	30.91%	12 (48)	28.59%	16 (48)	38.08%	1 (2)	2.32%	0 (0)	0%	42 (163)	3.88
19	13 (65)	30.91%	17 (68)	40.49%	11 (33)	26.16%	1 (2)	2.32%	0 (0)	0%	42 (168)	4.00
20	5	11.92%	6	14.24%	16	38.08%	11	26.16	4	9.51%	42	2.93

	(25)		(24)		(48)		(22)		(4)		(123)	
21	13 (65)	30.91%	11 (44)	26.16%	8 (24)	19.09%	7 (14)	16.67%	3 (3)	7.17%	42 (150)	3.57
22	16 (80)	38.08%	14 (56)	33.33%	10 (30)	23.84%	2 (4)	4.75%	0 (0)	0%	42 (170)	4.05
23	10 (50)	23.84%	15 (60)	35.76%	11 (33)	26.16%	4 (8)	9.51%	2 (2)	4.75%	42 (153)	3.64
24	12 (60)	28.59%	9 (36)	21.41%	15 (45)	35.76%	4 (8)	9.51%	2 (2)	4.75%	42 (151)	3.51
25	13 (65)	30.91%	10 (40)	23.84%	12 (36)	28.59%	7 (14)	16.67%	0 (0)	0%	42 (155)	3.69
26	2 (10)	4.75%	7 (28)	16.67%	8 (24)	19.09%	14 (28)	33.33%	11 (11)	26.16%	42 (101)	2.49
27	10 (50)	23.84%	11 (44)	26.16%	15 (45)	35.76%	6 (12)	14.24%	0 (0)	0%	42 (151)	3.51
28	8 (40)	19.09%	13 (52)	30.91%	16 (64)	38.08%	5 (10)	11.92%	0 (0)	0%	42 (166)	3.95
29	2 (10)	4.75%	8 (32)	19.09%	11 (33)	26.16%	14 (28)	33.33%	7 (7)	16.67%	42 (110)	2.62
30	8 (40)	19.09%	5 (20)	11.92%	16 (48)	38.08%	10 (20)	23.84%	3 (3)	7.17%	42 (131)	3.12
Total											1260 (4026)	95.68
Mean											3.19	3.19

The table above is adopted from (Promadi Ph.D, Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab Melalui Kelas Maya, 2008, p.293). and also (Suharsimi Arikunto, 2002, p. 215-217).

The table above describes the value for each item on the questionnaire. To know the average data of all items, the writer considered to use "Mean" formulation, the result of the mean would represent the average value among the five alternatives.

From the table above, there are 30 items involved which have been voted already by 42 respondents, and the result is **3.19**. It can be concluded that from 5 until 1 value for each alternatives, the average score stays on the position between 3-4 values, the mean will reach on 4 even though it still needs the thick value to reach it.

This quantitative result needs to be changed into qualitative, the expression is “the average score among each alternative is sometimes”.

## **B. Data Analysis**

In analyzing the data about students' autonomous speaking learning, the writer uses the simple indicators based on the answers that were given by the respondents on a questionnaire; the statements on the questionnaire were also supported by the interview as an additional data.

1. The students have a good autonomous speaking learning, when the data reaches 76% - 100%.
2. The students have a fair autonomous speaking learning when the result of percentage is categorized in 56% - 76%.
3. The teachers have a less autonomous speaking learning, when the result of percentage is categorized in 40% - 55%.
4. and the students have a bad autonomous speaking learning when it is categorized in 0% - 39%

(As cited in Suharsimi, 1991, p. 195-196)



**a. Students' Autonomous Speaking Learning**

**Table. IV. 32**  
**THE PERCENTAGE OF STUDENTS' AUTONOMOUS SPEAKING**  
**LEARNING AT THE SECOND YEAR OF MAN 2 MODEL**

No Of Item	Alternative Answers											
	A (5)		B (4)		C (3)		D (2)		E (1)		Amount	
	F	P	F	P	F	P	F	P	F	P	F	P
1	2	4.75%	9	21.41%	19	45.25%	12	28.59%	0	0%	42	100%
2	5	11.92%	8	19.09%	11	26.16%	10	23.84%	8	19.09%	42	100%
3	8	19.09%	10	23.84%	12	28.59%	11	26.16%	1	2.32%	42	100%
4	5	11.92%	7	16.67%	12	28.59%	8	19.09%	10	23.84%	42	100%
5	3	7.17%	8	19.09%	9	21.41%	12	28.59%	10	23.84%	42	100%
6	8	19.09%	11	26.16%	14	33.33%	7	16.67%	2	4.75%	42	100%
7	6	14.24%	8	19.09%	11	26.16%	9	21.41%	8	19.09%	42	100%
8	7	16.67%	8	19.09%	15	35.76%	6	14.24%	6	14.24%	42	100%
9	4	9.51%	10	23.84%	14	33.33%	11	26.16%	3	7.17%	42	100%
10	5	11.92%	8	19.08%	12	28.59%	10	12.84%	7	16.67%	42	100%
11	13	30.91%	12	28.59%	16	38.08%	1	2.32%	0	0%	42	100%
12	6	14.24%	8	19.09%	12	28.59%	14	33.33%	2	4.75%	42	100%
13	4	9.51%	8	19.09%	12	28.59%	10	23.84%	8	19.09%	42	100%
14	7	16.67%	9	21.41%	15	35.76%	7	16.67%	4	9.51%	42	100%
15	0	0%	8	19.09%	13	30.91%	7	16.67%	14	33.33%	42	100%
16	7	16.67%	9	21.41%	15	35.76%	7	16.67%	4	9.51%	42	100%

17	1	2.32%	6	14.24%	16	38.08%	17	40.19%	2	4.75%	42	100%
18	13	30.91%	12	28.59%	16	38.08%	1	2.32%	0	0%	42	100%
<b>Total</b>	<b>104</b>	<b>13.73</b>	<b>159</b>	<b>21.04</b>	<b>244</b>	<b>32.27</b>	<b>160</b>	<b>20.53</b>	<b>89</b>	<b>11.75</b>	<b>756</b>	<b>100%</b>

Alternative A = 104 (13.73)

Alternative B = 159 (21.04)

Alternative C = 244 (32.27)

Alternative D = 160 (20.53)

Alternative E = 89 (11.75)

So, to know the percentage of students' autonomous speaking learning at  
MAN 2 MODEL is:

Alternative A = 104 x 5 = 520

Alternative B = 159 x 4 = 636

Alternative C = 244 x 3 = 732

Alternative D = 160 x 2 = 320

Alternative E = 89 x 1 = 89

---

**756                  2297**

The total answers about students' autonomous speaking learning (756) is  
multiplied with the total options, (756 x 5) = **3780**

Where:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2297}{3780} \times 100\%$$

$$P = 60.76\%$$

To get the conclusion about students' autonomous speaking learning, the percentage result above was interpreted to qualitative category. Based on the interpretation, the writer concluded that students' autonomous speaking learning is "fair", where the percentage is between 56% - 75%.

#### b. The Factors that Influence Students' Autonomous Speaking Learning

Table. IV. 33

#### THE FACTORS INFLUENCING STUDENTS' AUTONOMOUS SPEAKING LEARNING AT THE SECOND YEAR OF MAN 2 MODEL

No Of Item	Alternative Answers											
	A (5)		B (4)		C (3)		D (2)		E (1)		Amount	
	F	P	F	P	F	P	F	P	F	P	F	Mean
19	13 (65)	30.91%	17 (68)	40.49%	11 (33)	26.16%	1 (2)	2.32%	0 (0)	0%	42 (168)	4.00
20	5 (25)	11.92%	6 (24)	14.24%	16 (48)	38.08%	11 (22)	26.16%	4 (4)	9.51%	42 (123)	2.93
21	13 (65)	30.91%	11 (44)	26.16%	8 (24)	19.09%	7 (14)	16.67%	3 (3)	7.17%	42 (150)	3.57
22	16 (80)	38.08%	14 (56)	33.33%	10 (30)	23.84%	2 (4)	4.75%	0 (0)	0%	42 (170)	<b>4.05</b>
23	10 (50)	23.84%	15 (60)	35.76%	11 (33)	26.16%	4 (8)	9.51%	2 (2)	4.75%	42 (153)	3.64
24	12 (60)	28.59%	9 (36)	21.41%	15 (45)	35.76%	4 (8)	9.51%	2 (2)	4.75%	42 (151)	3.51
25	13 (65)	30.91%	10 (40)	23.84%	12 (36)	28.59%	7 (14)	16.67%	0 (0)	0%	42 (155)	3.69
26	2 (10)	4.75%	7 (28)	16.67%	8 (24)	19.09%	14 (28)	33.33%	11 (11)	26.16%	42 (101)	<b>2.49</b>

27	10 (50)	23.84%	11 (44)	26.16%	15 (45)	35.76%	6 (12)	14.24%	0 (0)	0%	42 (151)	3.51
28	8 (40)	19.09%	13 (52)	30.91%	16 (48)	38.08%	5 (10)	11.92%	0 (0)	0%	42 (166)	3.95
29	2 (10)	4.75%	8 (32)	19.09%	11 (33)	26.16%	14 (28)	33.33%	7 (7)	16.67%	42 (110)	2.62
30	8 (40)	19.09%	5 (20)	11.92%	16 (48)	38.08%	10 (20)	23.84%	3 (3)	7.17%	42 (131)	3.12
<b>Total</b>	<b>112 (560)</b>	<b>266.68</b>	<b>126 (504)</b>	<b>299.98</b>	<b>149 (447)</b>	<b>354.85</b>	<b>85 (170)</b>	<b>202.25</b>	<b>32 (32)</b>	<b>76.18</b>	<b>504 (1729)</b>	<b>41.08</b>
<b>Mean</b>	<b>5</b>	<b>22.22%</b>	<b>4</b>	<b>24.99%</b>	<b>3</b>	<b>29.57%</b>	<b>2</b>	<b>16.85%</b>	<b>1</b>	<b>6.34%</b>	<b>3.43</b>	<b>3.43</b>

Based on the table above, it can be concluded that the mean of factors that influence student's autonomous speaking learning is **3.43**. it means that it stays on position "sometimes" and needed 57 scores anymore to reach position 4 or "often". So, all of the factors or twelve ones that contribute toward autonomous speaking learning at the Second Year students of MAN 2 Model sometimes and nearly often influence toward students' autonomous speaking learning. Besides, the factors that have the high influence toward students' autonomous speaking learning can be seen as the following list:

1. Item 22 = 4.05 *it is about the teacher motivates the students to learn speaking autonomously.*

The role of teacher toward students' success is highly needed. It is not only organized as a spiritual approach but also an emotional one such as giving advice, motivation etc. Motivating toward students' success is very important. Autonomous learning needs an extra attention from the teacher, because they are able to realize that learning is their needs. Giving motivation

toward the students is one of the dominant factors that influence their autonomous speaking learning at MAN 2 Model Pekanbaru.

2. Item 19 = 4.00 *it is about the teacher gives homework to the students.*

Giving homework to the students has a positive implication because they are required to study independently and try to manage and evaluate their study. Based on the interview with one of the respondents, he said that the students seem diligent when the teacher gives them homework. (Adi: interview session on Monday, 23 Nov 2009 at 10:40 am). so, one of the dominant factors that influence students' autonomous speaking learning is giving home work to the students.

3. Item 28 = 3.95 *it is about students like to learn English speaking.*

The positive attitude toward learning English speaking is required to be success in language learning. It gives high contribution toward students' self-directed learning. It is impossible for those who do not like something, but they feel enjoyable with. Including autonomous speaking learning, the students like to do it. So, it is one of the dominant factors that contribute toward students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru.

4. Item 25 = 3.69 *it is about the comfortable place makes the students enjoyable in speaking.*

MAN 2 Model environments is the comfortable place for the students to learn speaking English autonomously because the school components, starting from the teachers, facilities, designed programs and the others are available and support the students to learn speaking autonomously. So, the comfortable place is one of the dominant factors that contribute students' autonomous speaking learning at MAN 2 Model Pekanbaru.

Besides, there are also the low factors toward students' autonomous speaking learning. They are as the following list:

1. Item 26 = 2.49 *it is about students' enough capability in learning speaking.*

Students' capability is the first requirements to learn English speaking autonomously. They will easily learn English speaking autonomously when they have capability not only their skills about English but also the techniques to learn autonomously. The students in this case are seen as lack of practice of their English. So, students' capability is one of the lowest factors influencing their autonomous speaking learning at the second year of MAN 2 Model Pekanbaru.

2. Item 29 = 2.62 *it is about students speak English confidently.*

Students' confidence toward their autonomous speaking also contributes to them. When the students are unconfident to speak English, they prefer keeping silent rather than speaking English; they are still not confident to deliver their words in English whereas some others speak English with

friends. So, it is one of the low factors influence their autonomous speaking learning at the second year of MAN 2 Model Pekanbaru.

3. Item 20 = 2.93 *it is about the methods used by the teacher in teaching are very interesting and encourage the students to be autonomous in speaking*

The ways of the teacher to deliver the content subjects in the class of instruction also determine the students' willing to develop, review and evaluate what they have learned. In this case, the methods used by the teacher in teaching has the low factors in influencing students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The current research aims to investigate students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru. Autonomous speaking learning as intended by the researcher here is the learning of speaking that is autonomously created by the students after the end of their class instruction. Only one variable used in this research, it is about students' autonomous speaking learning.

After presenting the findings in the chapter IV, the writer concludes that autonomous speaking learning created by the second year students of MAN 2 Model is fair or 60.76% of them who are involved in the autonomous language learning especially in speaking. They have the activities that characterize as autonomous students such as they identify what is going on, in other words what is been spoken, in speaking they might think about the relationship between the new grammar rule and the rules they have learned previously; they also formulate and plan their own learning speaking objectives, select and implement appropriate strategies, monitor the effectiveness of their use of strategies, evaluate their speaking progress, and consult with knowledgeable people of English including teachers when they get problems about English.



In the other hand, some factors highly contribute toward their autonomous speaking learning. They are the role of teacher in motivating the students to learn speaking autonomously, giving homework to them, besides, the students' positive attitude and the comfortable place make the students more enjoyable in speaking 77

## **B. Sugestions**

### **a. For the Students**

It is a well-known fact that the success of English learners is not only caused by the teachers, facilities, teaching methods etc, but is also by the students themselves in planning, monitoring, evaluating, reviewing, developing, and practicing what they have learned in class of instruction. Because being autonomous in speaking learning quite determine them to be success in English Learning, so they should learn English autonomously. Besides, the factors which highly contribute the autonomous speaking learning should be defended and be realized such as the positive attitude and the comfortable place make them enjoyable in speaking. In the other hand, the enough capability and speaking confidence should be improved as well as possible.

### **b. For the Teachers**

Giving motivation to the students is highly needed. It is one of the highest factors contributes toward students' autonomous speaking learning at MAN 2 Model. It should be held on and be defended besides; giving homework to them also has the good contribution. So that, working collaboratively between the teachers and

students is very important in reaching the goal of class instruction. As EFL teachers, they should make the process of transferring knowledge more encouraging their students to be autonomous and independent in learning speaking English. They should avoid the traditional models of teaching and learning process, because the traditional models of teaching during class instruction will highly have the negative influences toward students' autonomous learning after the end of teaching subject. They should teach the students not only to know about English but also the most important to use it in their daily activities with the teachers and friends. So, significant steps undertaken by the teachers to promote autonomous language learning toward their students also should be continuously distributed.

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## **APPENDIX I**

### **QUESTIONNAIRES**

#### **ABOUT STUDENTS' AUTONOMOUS SPEAKING LEARNING AT THE SECOND YEAR OF MAN 2 MODEL PEKANBARU**

##### **The Reference and Guidance**

- 1. This questionnaire is only used for the research, it doesn't influence your mark.**
  - 2. Please read and understand each items of this questionnaires before giving the answer.**
  - 3. Choose one of the alternative answers a, b, c, d or e according to your best answer**
  - 4. Give the cross ( X ) for the alternative answer that you have decided**
  - 5. Thank you for your cooperation to fulfil and give back this questionnaires**
- 

1. When I speak English, I correlate the new grammar rule with the rules I have learned previously.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
2. When I get the new words, I think and adjust them with the previous lesson I have learned.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
3. I determine my own learning speaking objectives.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
4. I plan what I will speak with interlocutors.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
5. I set the agenda of my speaking  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
6. I speak English with friends  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
7. I use my memory to retrieve new information.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never

8. I try to learn new word by speaking English  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
9. I memorize the new vocabularies.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
10. I directly practice my new word of English that I have recently got.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
11. I sing English songs  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
12. I ask for clarification to interlocutor, e.g. (I'm sorry, can you say that again?)  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
13. I monitor the effectiveness of my strategies in learning speaking.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
14. I make necessary changes toward my strategies  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
15. I evaluate my speaking progress using (e.g. using recorder, agenda book, etc.)  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
16. I review what I have learned in speaking English  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
17. I counsel with knowledgeable people of English when I have problems about English.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
18. When teacher asks me to find new vocabularies out on the dictionary, I do it  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
19. The teacher gives homework to the students.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never

20. The methods used by the teacher in teaching are very interesting and encourage me to be active in speaking  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
21. The teacher has responsibility toward students' success.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
22. The teacher gives motivation to the students to learn speaking autonomously.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
23. I speak English when my friends in the school environment speak English too.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
24. The available facilities of language make me spirit in speaking English.  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
25. The comfortable place makes me enjoyable in speaking English  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
26. I speak English confidently  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
27. I feel enjoyable when I speak English  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
28. I like to learn English speaking  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
29. I am interested in speaking English  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never
30. I make efforts to improve my English speaking  
a. Always      b. Often      c. Sometimes      d. Seldom      e. Never

**( JAZAKALLAH KHAIRAN )**

## **APENDIX II**

### **INTERVIEW**

1. Do you correlate the new grammar rule with the rules you have learned previously when you speak English?
2. Do you plan what you will speak with interlocutors?
3. Do you speak English with friends?
4. Do you use your memory to retrieve new information?
5. Do you sing English songs?
6. Do you evaluate your speaking progress (e.g. using recorder, agenda book, etc.)?
7. Are the methods used by the teacher in teaching very interesting and encourage you to be autonomous in speaking?
8. Does the teacher have responsibility toward students' success?
9. Do you speak English when your friends in the school environment speak English too?
10. Do you have enough capability in learning speaking?
11. Do you speak English confidently?